**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4** | | | **Date(s)**: |
| **Unit Title:** Understand Place Value for Multi-Digit Whole Numbers | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How can I compare two multi-digit numbers using these symbols <, >, =?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**   * **Sticker cards** * **Digit cards** * **<, >, = cards** * **Number tiles** * **Colored pencils** | | | **Compare**  **Greater than**  **Less than**  **Equal** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: *4.NBT.2* -** *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.* | | | | | |
| **I Can Statement(s):**   * **I can compare two multi-digit numbers.** * **I can identify the digit and place that is different when comparing numbers.** * **I can explain why a number is larger or smaller when compared to another number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Each student will have an index card. On the card is a sticker or picture of a zoo animal. Students will use their card to find their partner (person with the same zoo animal). Students will read their number (on the card) to their partner. Students will discuss and determine who has the larger number and how they know it. Select 2 or 3 pairs to share their findings/ results. Allow student 3 – 4 minutes to complete this activity. | | | | | |
| **Teacher Directed: (15 – 20 mins)**  Teacher will go over the key vocabulary for the lesson (power point presentation). Students will use a Frayer model (or other graphic organizer) for each vocabulary word which will be recorded in their math journal. Present students with 2 multi-digit numbers. Model for students how to look at each place and digit of a number to compare and determine the size of each number. | | | | | |
| **Guided Practice: (10 – 15 mins)**  Each student will be given a digit card (0 – 9). Call upon 4 students to come to the front of the room. Pair the students up so that they create 2 2-digit numbers. Allow remaining students to determine which pair has the larger number and how they know. Repeat this activity multiple times varying the size and number of digits each time. After a few times, students at their seat will hold up comparing symbol to show which number is larger. | | | | | |
| **Independent Practice: (10 – 15 mins)**  Students will be given number tiles (0 – 9). Provide oral directions for students to build a number (“The number we are building has the digit 3 in the tens place). Students will use their number tiles to build the number in front of them. Repeat the activity 2 – 3 times varying the amount of digits in the number.  Using number tiles (random) and working with a partner, students will build the largest number possible (with their tiles). Students will write their number on paper (lined or graph). When both are finished, students will write their partner’s number on their paper. Using a crayon or colored pencil, students will write the symbol to compare the number. (red <, blue >, green =). Students will repeat this activity by creating the smallest number possible using their tiles. | | | | | |
| **Closing/Summarizing Strategy: (up to 5 mins)**  3-2-1 Pyramid   * Top space = answer EQ * Left side second row = students write the number 829,473. On the other side, students write a number that is smaller * Bottom 3 spaces = write each vocabulary word and the symbol that goes with it | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| 1. Using a 10 sided die, students will work in groups of 3 -4, take turns rolling the die. After each turn, the student places the number on the die in the place of their choice. Students need to build the largest 7-digit number possible. Compare their number with their group; determine who created the largest number. | | | 1. Use smaller digit numbers to compare with. (Determine who needs this intervention and plan to have them receive the appropriate animal cards in the hook). 2. Graph/ grid paper for organization of places (when building numbers) 3. Destination Math | | |  |
| **Assessment(s): (up to 5 minutes)**  Students will solve 3 word problems. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |